

CARDINAL HUME CATHOLIC SCHOOL

Y13 PARENT INFORMATION  
EVENT

October 2022



# A Prayer Reflection – by a Year 12 Student

Let us make the sign of the cross together:

**All: In the name of the Father, and of the Son and of the Holy Spirit Amen.**

Lord, as we gather here tonight, let us think about how we can journey together as Cardinal Hume School Community.

We think of what this year may bring. It will bring times of work and play, experiences of success and challenge which are all part of school life. It is a new beginning, the planting of a seed that will grow for a year, the seed that will blossom in times to come. It offers new hope, hope for good work, for successful results, for friendships, for fun and for learning.

We offer it all to you today response

**All: Be our help in the days to come**



# A Prayer Reflection – by a Year 12 Student

Lord, we ask that you speak into the hearts of all who are here tonight and may we receive your love and guidance as we embark on a journey of hope and faith together. May we be reminded that in all we do and say, you are with us and will guide us on the right path. Response

**All: Be our help in the days to come.**

Let us make the sign of the cross together:

**All: In the name of the Father, and of the Son and of the Holy Spirit Amen.**



# Aim of this event .....

01

An insight into the last year your son/daughter will spend at Cardinal Hume

02

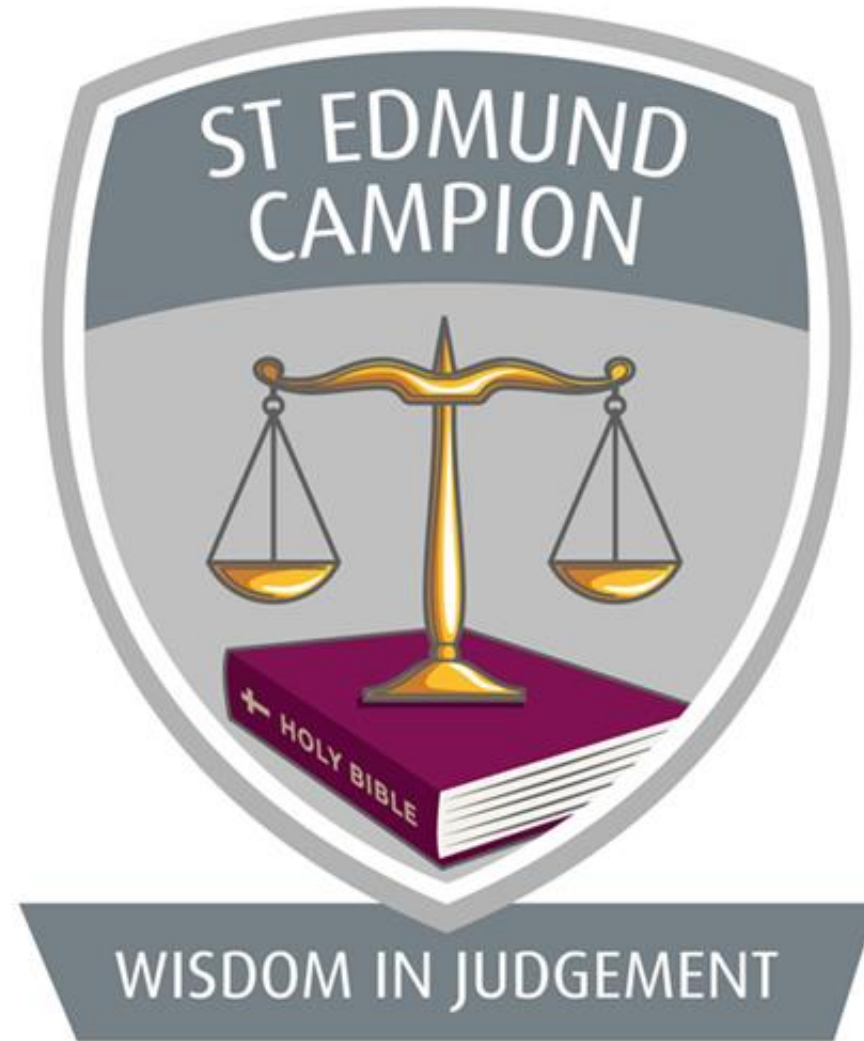
Key dates and pressure points

03

Access to support

# WELCOME

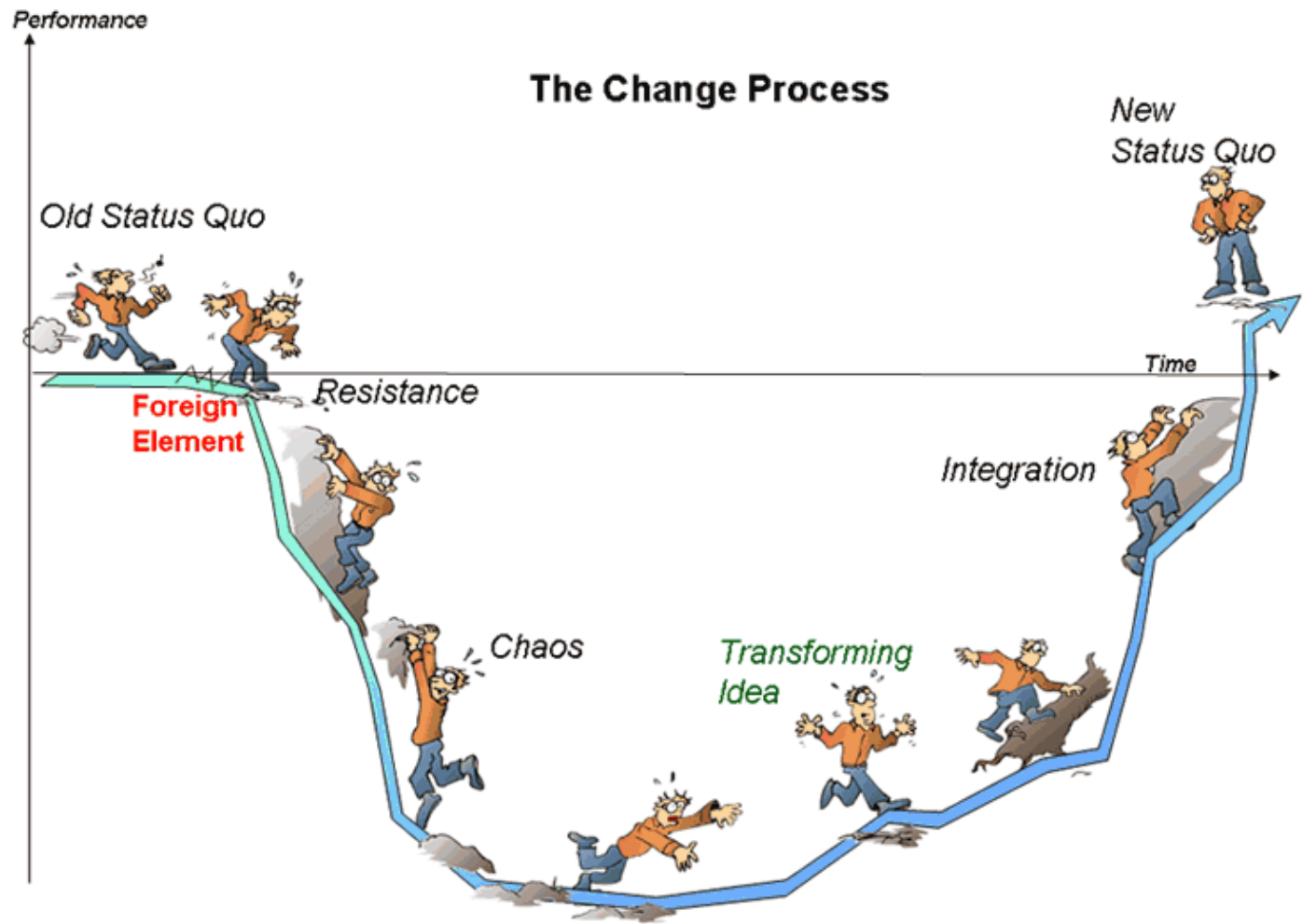
- THE SIXTH FORM TEAM :
- Mr Gribbin - Assistant Headteacher
- Mrs Ellender - Head of Yr 13
- Mr Brookes - Head of Year 12
- Dr. Shaw - Sixth Form Standards, Monitoring and Development Lead



# WELCOME

## School's Mission Statement

**“To develop each member of the school community so that everyone involved can reach their full potential in the light of the teaching of Christ and the values portrayed in the Gospels”.**



# The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Good habits



@sylviaaduckworth

**Vision:** Do you know what you want to achieve?

**Effort:** Do you put in the recommended effort hours of proactive independent study ?

**Systems:** How do you organise your learning resources and your time?

**Practice:** Do you practise and develop your skills?

**Attitude:** Do you respond constructively to feedback and setbacks?



# CLASS OF 2022 ...Did they achieve their Vision ?

Results	Destination
A*,A,A	Cambridge University – Modern & Medieval Languages
D*D*, D	Northumbria University - Nursing
A*,A,A	York University – Theoretical Physics
D*D*,D*	Manchester University – Social Work
A*,A*,A*	Newcastle University - Psychology
B,C,B	Degree Apprenticeship – Civil Engineering
A*,A*,A	Glasgow University - Philosophy
A*,A*,B	Royal Marines



## 2022 KS5 Results :

	2018	2019	2020	2021	2022
GCE Pass rate	100%	100%	100%	100%	99%
A*-A	18%	22%	35%	37%	42%
A*-C	74%	76%	91%	94%	86%
A*-B	49%	46%	65%	74%	67%
GCE PPE	33.3	34.6	40.3	41.4	41.1
Voc PPE	38.1	39.5	40.4	41.7	41.8
Overall PPE	34.9	35.9	40.3	41.5	41.5

# Next Year?

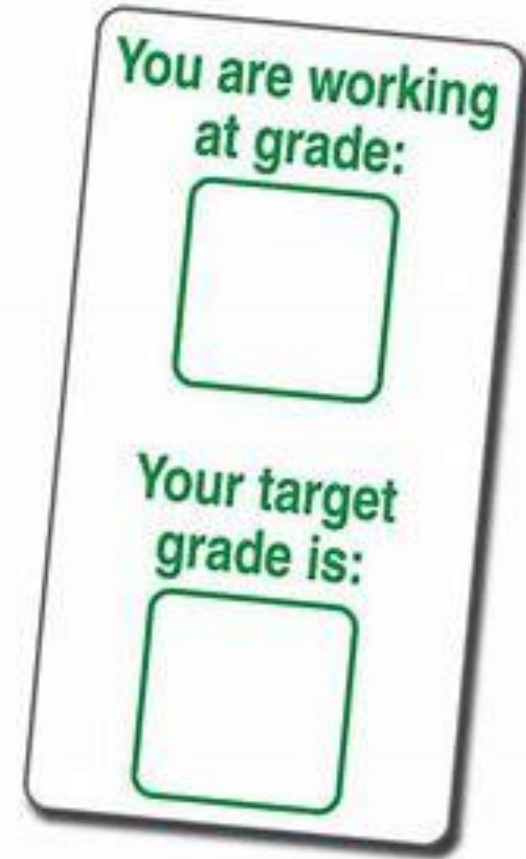
	2022	2023?
GCE Pass rate	99%	99.5%
A*-A	42%	39%
A*-C	86%	92%
A*-B	67%	67%
GCE PPE	41.1	40.6
Voc PPE	41.8	34.2
Overall PPE	41.5	38



# VISION

- TARGET GRADES EXPLAINED

- Target Grades are calculated using your own GCSE results from KS4
- Your grades are added up and an Average GCSE score calculated :
- Average GCSE Score = Total Points / Number of GCSE's
- 
- Your Average GCSE score is compared nationally across the country to students who previously had the same Average GCSE Score and what they actually achieved at the end of Sixth Form
- Your individual Target Grade for each subject is then produced



# Our Ethos

*"Be who God  
meant you to be  
and you will set  
the world on fire."*

*- St. Catherine of Siena*



# FUTURE'S GUIDANCE

- **Progression into Employment, Advanced and Higher Degree Apprenticeships or University**
- **Access to employability skills through IAG Enrichment activities**
- **Full UCAS programme**
- **Guidance offered by experienced Sixth Form staff and tutors**
- **Strong links with local Universities and Employers**
- **Regular interaction with unifrog**

# Students are involved in.....

- **UNIQ Summer Schools**
- **Sutton Trust Summer Schools**
- **Prime Law Project with Bond Dickinson law firm**
- **National Finalists in Deloitte's Technology, Media and Telecommunications Challenge**
- **Newcastle University Partners programme**
- **Durham University – Supported Progression**
- **Northumbria University – NU Entry programme**
- **Sunderland First Choice**
- **Realising Opportunities**
- **HE + scheme**



# SIXTH FORM ENRICHMENT OPPORTUNITIES include :

EXTENDED PROJECT QUALIFICATION (EPQ)

SPORT

PEER MENTORING

Y11 MENTORING

GENERAL RE

JOHN PAUL II AWARD

CAFOD YOUNG LEADERS AWARD

DUKE of EDINBURGH

WORLD CHALLENGE EXPEDITION

SUMMER SCHOOL OPPORTUNITIES

UNIVERSITY VISITS

APPRENTICESHIP CHAMPIONS

RETREAT



UCAS  
DEADLINES  
2022

- MEDICINE, DENTISTRY,  
VETERINARY SCIENCE,  
OXFORD, CAMBRIDGE:  
15<sup>th</sup> OCTOBER 2022  
18:00
- All other courses : End  
of Term (BEFORE  
CHRISTMAS HOLIDAYS)

UCAS

at the heart of connecting  
people to higher education

# 4<sup>th</sup> November

## Northumbria University

09:30-09:45 Arrival & Welcome

09:45-10:15 Choosing a Course, Choosing a University

10:15-10:45 Finance and Budgeting

10:45-10:55 Break

10:55-11:30 Campus Tour



## Newcastle UK University & Apprenticeship Search fair



NU Entry



First Choice




Newcastle Partners




Cardinal Hume  
Catholic School




## Useful Links

 [NU Entry](#)




 [National careers service](#)




 [National apprenticeship service](#)




 [Indeed](#)




 [Revision and exam support](#)




 [Apprenticeships](#)




 [Unifrog](#)




 [UCAS](#)



 [UCAS parent guide \(2018\)](#)



 [University supported entry schemes](#)





## EFFORT .....

So how much work/study should a student be doing, when and why ?

### VESPA: EFFORT STUDY LOG

The recommended hours of Effort outside of normal timetabled taught lesson hours are:

Y12:

3 hours / week / subject

September > October half term

4 hours / week / subject

October half term > Christmas

6 hours / week / subject

Christmas > end of Y12 / Y13

Y13:

4 hours / week / subject

6 hours / week / subject

7 hours / week / subject

SYSTEMS : We support students by giving them weekly routine and encouraging them to develop organisational skills that benefits their learning

Monitoring by  
staff

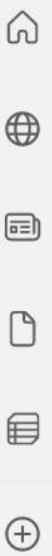
Pastoral review of  
this data

Identification of  
students in need  
of support

VESPA Service Plan

10 weekly  
Modular  
Assessment  
continues

Parents Evening  
with subject  
teachers (9/3/23)



# Student Hub



Send to Immersive Reader



Emails



Teams

unifrog

Unifrog



Library



OneDrive - Your Personal Files



School Website



6th Form Independent Study



DT Files



+ New

↑ Upload

📄 Edit in grid view

🔄 Sync

### 6th Form Independent Study



📄 Name

Modifie

📁 Art

6th Form Independent Study

📁 Biology

📄 Name

📁 Business

📄 Y13 Variation Recall Ta

📁 Chemistry

📄 Year 13 Independent T

📁 Computer Science

📄 Year 13 Independent T

📁 Design Technolog

📄 Year 13 Independent T

📁 English Language

📄 Year 13 Independent T

📁 English Literature

📄 Year 13 Independent T

Research the Dennis Freeborn. Record notes about his three views: 1. Incorrectness view 2. Ugliness View 3. Impreciseness View	Create a table including the functional theory, substratum theory and lexical gaps theory. You must include 3 examples which links to each theory.	Read the Guardian Article 'Is Cockney rhyming slang brown bread?'  Make notes and record examples of Cockney rhyme.	Paper 2 Q2: Create own opinion article based on the article about language variation. You must include references to cockney rhyming slang/EE/RP.
Research Samuel Johnson & William Caxton. How have they impacted the English Language?  Write down examples to support ideas.	Find 10 examples of words that have needed to change as a result of PC.  Next, write a paragraph including the examples explaining how PC has altered the English Language.	Find an article about the rise of EE/research EE.  What theorists link to this variation?	Paper 2 Q3: Compare the ways the writers present their views towards variation in the article from last week (Cockney Rhyme) and this week (EE).  This should take 50 minutes.
What is 'weakening' and what is 'broadening'?  Record 4 examples for each and explain how they have changed over time.	Write a list of terminology (AO1) that you can use for Language Change.	Our language is based on our geographical location.  Create a detailed plan in preparation for a discursive essay.	Paper 2 Q1: Our language is based on our geographical location.  Write a discursive essay.
Research David Crystal's tidal metaphor and the concept of a tridialectal future.  Make notes	Research Trudgill's descriptivist views towards Language change.  Make notes	What are the processes of semantic change? Write a paragraph explaining semantic change and including examples.	How do we create new words? Write a list of terms e.g. borrowing and support with examples.
What is Polari? Research online and make notes.	Research the current language used by the LGBTQ+ community. Research online and make notes.  Write an overview explaining how gay language has changed & link to context.	Print and analyse an article about Polari and an article from the LGBTQ+ community.  Analyse 2 quotes from each in detail – apply frameworks thoroughly	Paper 2 Q3: Compare the ways the portray their views towards homosexual language.  This should take 50 minutes.
Create a table including the prescriptivist views of: John Humphreys Lynne Truss Samuel Johnson Noah Webster	Discursive Essay Plan  Discuss the idea that the English Language is decaying over time.	Paper 2 Q1: Discursive Essay  Discuss the idea that the English Language is decaying over time.  Write up 50 minutes	Using the assessment criteria on AQA's website. Highlight your discursive essay and identify where you have achieved the different assessment objectives.  Grade your own work.



# Sixth Form

## Sixth Form

Welcome to our Sixth Form

Why Join Our Sixth Form?

Admissions

Course Information

## Contents

Art

Biology

Business

Author	Title	Class no.
Indge, B Rowland, M & Bailey, M	AQA Biology for A2	570
Pickering, W. R	AS & A-level biology through diagrams	570
Indge, B Rowland, M & Bailey, M	AS/A-level biology	570
Indge, B Rowland, M & Bailey, M	A-Z handbook, biology	570.3
Indge, B Rowland, M & Bailey, M	AQA biology for AS	570
Boyle, M. & Senior, K	Human biology: the complete guide	612
Thain, M & Hickman, M	The Penguin dictionary of biology	574
	Human health and disease	611
Chenn, P	Micro-organisms and biotechnology	620.8
Jones, M & Grehory, J	Central concepts in biology	574
Taylor, D & Jones, M	Foundation biology	574



**PRACTICE** : Formal opportunities for students to apply their knowledge and skills in assessment situations that mimic the real external exams.

**TERM DATES 2022-2023**

Wk	Date	Y12 / Y13
0	5/9	
1	12/9	
2	19/9	
3	26/9	
4	3/10	
5	10/10	
6	17/10	
HALF TERM		
7	31/10	
8	7/11	
9	14/11	
10	21/11	
11	28/11	
12	5/12	
13	12/12	
14	19/12	
CHRISTMAS HOLIDAY		
15	9/1	
16	16/1	
17	23/1	
18	30/1	
19	6/2	
20	13/2	
HALF TERM		
21	27/2	
22	6/3	
23	13/3	
24	20/3	
25	27/3	
EASTER HOLIDAY		
26	17/4	
27	24/4	
28	1/5	
29	8/5	
30	15/5	
31	22/5	
HALF TERM		
32	5/6	
33	12/6	
34	19/6	
35	26/6	
36	3/7	
37	10/7	
38	17/7	
SUMMER HOLIDAY		
Results Days	A LEVEL	
	GCSE	

w/c	Focus
26th Sept	Initial assessment
31st Oct	GCSE Resit
14th Nov	Modular Assessment 1
5th Dec	Assessment 1 Feedback + reports prepared Vocational Mock Examinations
9th Jan	Vocational External Examinations
27th Feb	Y13 Mock exams
20 <sup>th</sup> March	Feedback with Tutors
27 <sup>th</sup> March	Year 13 RESITS (IF REQUIRED)
8 <sup>th</sup> May	All Y13 vocational coursework completed by students
15 <sup>th</sup> May – June 26 <sup>th</sup>	Provisional Dates for External Examinations

# After school study support

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**Northumbria  
University**  
NEWCASTLE

- VESPA
- Being ready for the next phase of education/training/employment
- Being ready for independent living
- Having a command of language
- Understanding & upholding British values
- Managing physical & mental wellbeing
- Managing healthy relationships
- Understanding and contributing to the school's Catholic ethos
- Being creative
- Caring for the environment
- Serving others
- Engaging with culture and current affairs



T. ANNE'S CATHOLIC PRIM

Enrichment  
opportunities

Gateshead Health **NHS**  
NHS Foundation Trust

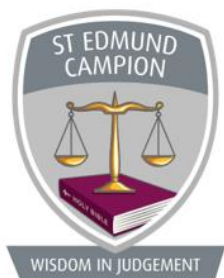
Queen Elizabeth Hospital

# Sixth Form Enrichment Activities

Sixth Form students can now request an hour of enrichment activity outside school each week, subject to meeting these conditions :

1. Being up to date with work; no academic issues raised on the weekly Monitoring.
2. Parental permission should be granted for a specified period of time so that if issues with work etc arise, the arrangement will not continue
3. Activity needs to have a clear focus and benefit for the student. **Driving lessons are permitted.**
4. This can be any period of Directed Study but we would encourage Enrichment during Period 6 as the most convenient.
5. Enrichment Activities cannot occur during IAG (1.50-2.35pm) on a Friday.
6. Student applications need to be supported by appropriate evidence, for example appointment cards, emails or direct knowledge of the activity proposed.

# Cardinal Hume Catholic School



## Sixth Form Leadership and Extra-curricular Opportunities

Making the most of your time in Sixth Form

### Fide - Faith

**John Paul II Award** - Students build a portfolio of volunteer work within their Parish, school and also in their community. They then present this at the end.

Skills: Social, moral, leadership, organisation, commitment, reliability

School Colours: You need to have been actively volunteering for at least 6 months

Contact: J Proctor

**The Shoebox Appeal** - Co-ordinate the collection of shoeboxes and check those handed in OR work with a tutor group to complete two shoeboxes.

Skills: Leadership, teamwork, organisation

School Colours: Organising a tutor or co-ordinating the whole thing will contribute to Fide

Contact: L. Nightingale

**Liturgist** - An opportunity to take part in school/class/House liturgies, including organising the End of Year/Leavers services

Skills: organisation, public reading, confidence, reliability

School Colours: Being a leader for at least 1 year

Contact: J. Proctor

**SVP** - Co-ordinate the Pop-up-Shop by promoting and collecting items and supporting the Justice and Peace group.

Skills: Leadership, teamwork, independence

School Colours: Being an active member for at least 1 year

Contact: J. Proctor

**CAFOD** - Co-ordinate and promote the World Gifts Appeal and collections on Family Fast Day

Skills: Leadership, teamwork, independence

School Colours: Being an active member for at least 1 year

Contact: J. Proctor

**St. Cuthbert's Care** - Volunteer opportunities with St Cuthbert's Care home, including playing games with the old people, teaching buddy to the children and lots more.

Skills: Leadership, teamwork, independence, confidence

School Colours: You need to have been actively volunteering for at least 6 months

Contact: J. Proctor

### Labore - Work

**Newcastle Partners Scheme** - a range of support and opportunities to help you make a successful application to Newcastle University. You will complete a summer school after Year 13/final-year college which counts towards your grades when you apply to the University.

Skills: Independence, confidence, teamwork

School Colours: Complete the full programme

Contact: D.Gribbin/A. Brookes/L. Ellender

**NU Entry** - students will be provided with the opportunity to develop skills necessary for successful undergraduate study and have the opportunity to earn NU Entry points, which are the equivalent to UCAS tariff points (when applying to Northumbria University)

Skills: Independence, study skills, confidence, teamwork

School Colours: Complete the full programme and receive the UCAS points

Contact: D.Gribbin/A. Brookes/L. Ellender

**Realising Opportunities (RO)** - a programme which supports the progression of students to leading research intensive universities. The RO Programme will develop your skills and provide you with support and information to help you make informed decisions about your future.

Skills: Research, independence, time management, teamwork

School Colours: Complete the full course

Contact: D.Gribbin/A. Brookes/L. Ellender

**Durham Supported Progression** - Events include a full day for you and a parent/carer, a two night residential event, and a five night residential assessed summer school. Information provided throughout the event includes topics such as applying to university and UCAS, student finance, studying abroad.

Skills: presentation skills, teamwork, time-management

School Colours: Complete the full programme

Contact: D.Gribbin/A. Brookes/L. Ellender

**English GCSE tutoring** - Develop your teaching skills tutoring students in preparation for their GCSE exams.

Skills: presentation skills, teamwork, time-management, leadership, confidence, planning

School Colours: Complete the full programme

Contact: A. Bone/A. Armstrong

# BURSARY

Application for support can be made for students from the following defined groups :

**1. To Vulnerable Young People**, a fixed annual sum of up to £1200 per academic year can be paid. This is subject to students being able to prove that they meet the criteria for one of the following –

- Students are a looked after person (in care)
- Students are a Care Leaver
- Students are in receipt of Income Support
- Students are disabled and in receipt of Employment Support Allowance **and** Disability Living Allowance

**2. Discretionary payments** made to students who are eligible for **Free School Meals** during the school year 2022-2023.

**3. Discretionary payments** to students who are **not** eligible for free school meals but have a total family income up to but not over £25000 per year.

# STUDENT LOANS

## What are Student Loans?

Funds loaned to you by the government, to help you cover the costs of going to university.

There are two types of loan:

- A **Tuition Fee Loan** - paid to your university to cover the costs of your tuition
- A **Maintenance Loan** - paid to you to help with living costs - like rent, bills, books and socialising

These loans are very different to commercial loans offered by banks. They are designed to make sure your repayments don't start until a year after you've graduated, and are always manageable and affordable.

# TUITION FEE LOAN

## How do Student Loans work?

- Once you've decided to study a higher education course, you can apply for a Tuition Fee Loan of up to £9,250 per year to cover the cost of your course fees.
- You apply through Student Finance England and the money is paid directly to your chosen university or college, so you don't need to worry about making any payments yourself.
- You won't need to pay anything back –
  - **Until you've left university or college**
  - and**
  - **Until you start earning over £25,000 per year.**

# MAINTENANCE LOAN



Rent, books, food and socialising are all a big part of university life - and they all cost money.

The government also provides a maintenance – or living costs - loan that is designed to **help towards** your living costs.

The amount of support you can access for living costs depends on your circumstances, including your **household income and where you live and study**.

Once you have applied for the loan, it's paid into your bank account in three instalments - then it's up to you to plan your budget and be smart about spending!

# BURSARIES & SCHOLARSHIPS

- Many universities and colleges offer financial support to their students
- through bursaries and scholarships.
- **Bursaries:**
- linked to personal circumstances and often, household income
- awards can include fee waivers or cash
- **Scholarships:**
- can be linked to academic results or outstanding ability in an area
- such as sport, music or art
- can be subject specific and are limited in numbers.

